

Kingsfield Primary School

A member of the Active Learning Trust



Statement / Policy Summary

This policy looks at the school's approach to Early Years Foundation Stage.

Date ratified:	Spring 2022
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Date of review:	Spring 2025
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*Amendment in May 2022 regarding 2 Year Old Check.

Equalities Impact Statement

Has this policy fully considered the school's equality objectives and statement?	Yes
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Is there any impact upon the school's equality objectives?	Yes
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If 'yes', are these clearly described and their impact assessed?	Positive impact upon inclusion
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1. Principles and Values

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents / carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This document also complies with our funding agreement and articles of association.

3. Structure of EYFS

Nursery – we have one room and a dedicated outdoor area for children aged 2 to 4 years old. Children have access to free flow play between the indoor and outdoor environment. Nursery offers a morning session (8:45 to 11:45), an afternoon session (11:50-15:00) or an all-day session including lunch. Nursery has four staff and one additional member of staff to cover lunchtime. The maximum number of children in 1 session is 20 children due to adult to child ratio.

Charging – Parents pay for their children to attend the Nursery. Funding is available for parents to access 2 year old funding and 3 year old funding. (See charging policy for more information)

Reception – We have two classrooms and a dedicated outdoor area. Children have access to free flow play between the indoor and the outdoor environment. There are two class teachers and two teaching assistants. The maximum amount of children for each class is 30 children. The Reception day runs from 8:35 to 15:00.

Alternative provision is available for those children who require it.

Our Early Years Leader is Mrs. Kent.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

4.1 The EYFS framework

It includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development

- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

There are also 3 characteristics of effective learning which inform the planning of the Early Years curriculum:

- Playing and exploring
- Active Learning
- Creating and thinking critically

4.2 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, a comprehensive curriculum has been written to support learning from nursery through to Year 6.

Staff also take into account the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.3 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for the transition to Year 1.

4.4 Environment

Our learning environments, both indoors and outside, provide children with opportunities to play and explore, be active in their learning, create and thinking critically. The environments are organised to provide opportunities to access all areas of learning on a daily basis. These areas include:

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|---|-----------------------------|
| • Role play (home corner and alternative) | • ICT |
| • Mark making/writing | • Funky Fingers |
| • Maths | • Creative |
| • Construction | • Exploring different media |
| • Rolling snack | • Junk modelling |
| • Small world | • Book area |

- Wheeled vehicles and wheel barrows
- Obstacle course
- Mud kitchen
- Phonics exploration

These are further developed through weekly enhanced provision plans, reflecting the needs and learning of the children attending, the theme, the focus book of the week and the learning aims from the medium term plan. The adults support the children in their play to practise, consolidate and extend their learning. Throughout the day there are also teacher-led sessions where all the children are specifically taught phonics, maths, English and learning from the specific and prime areas – understanding the world, expressive arts and design and PSED. Children in Reception take part in one formal PE lesson a week in the hall.

5. Assessment

At Kingsfield Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents / carers. We use an online portal called Tapestry to log observations and develop communication between home and school.

When a child is **aged between 2 and 3**, staff review their progress and provide parents / carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

The 2 year old check will be documented and recorded on Tapestry. This will be shared with parents using the Tapestry platform. The data regarding each child's development level will also be recorded on the O track assessment system.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents / carers. The results of the profile are shared with parents / carers for their child. At the end of each academic year, parents / carers will receive an annual report.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents / carers.

Parents / carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents / carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents / carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The use of Tapestry is also designed to develop a picture of the child at home as well as school so we encourage parents / carers to engage with the portal on a regular basis.

7. Safeguarding and Welfare Procedures

Promoting the safeguarding and welfare of the children in our school is fundamental to our ethos. Our approach is in line with Keeping Children Safe In Education, which is updated at least yearly. Please refer to our safeguarding policy for further information.

7.1 Ratios

We ensure that the staffing ratio assigned to classes within Early Years meets the statutory levels.

7.2 Qualifications / Checks

All staff working within Early Years have the appropriate qualifications to do so and have undergone a range of safeguarding checks to ensure their suitability for the role.

7.3 Illness / Medicines

We follow the national guidelines on dealing with illness. Where a child has an infectious illness, parents / carers will be asked to keep their child at home for the nationally agreed timescale.

Should a child fall ill or have an accident that requires medical attention within the setting, parents / carers will be contacted to collect their child. We ensure that all contact details are updated so that the school staff can make quick contact with parents / carers or those with collection responsibilities.

All staff at Kingsfield Primary School follow the 'administering medicines' policy and will only administer where written permission has been obtained by the child's parent / carer. A written record is kept of each time medicine is administered. Prescription medicines are not administered unless they have been prescribed for a child by a medical professional.

7.4 Oral Health

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

7.5 Water

We encourage children to drink plain water throughout the day. Unless there is a medical reason with supporting evidence, 'flavoured' water should not be provided for children.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Governing Body every 3 years.

